



*Arizona
Teacher*

May, 1956



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1. Is the college recognized and accredited?

Arizona State College at Flagstaff is recognized and accredited by all major accrediting agencies and associations, including the North Central Association, American Association of Colleges for Teacher Education, American Council on Education, Association of Teacher Education Institutions, and American Association of University Women.

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ARIZONA STATE COLLEGE
AT FLAGSTAFF

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Arizona Teacher

WELCOME THE CRITICS

By Julia Dickey
Member of the Editorial Board

Everybody evaluates the schools — either fairly or unfairly, as an adverse critic or as a supporter, with or without data. Any magazine article about the schools, any book written that points at the schools, is read widely. In a typical year over 200 articles about schools appear in national magazines with wide circulations.

It would be well if all our schools would do as many schools are now doing — furnish facts and help to get accurate judgments from the parents and the other citizens of each community.

Teach your supporters and critics that they should use the usual safeguards for arriving at valid conclusions — care in making generalizations and careful checking of all data.

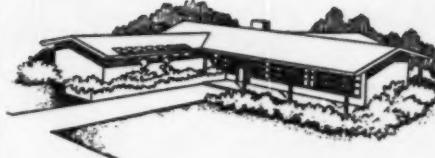
Welcome honest criticism. We need it. Indeed, we are our own severest critics. Probably no group seeks constant improvement as our does. We go to summer school; we do in-service study; we seek new and better materials; we adjust our schools to the changing times; we are rarely satisfied with the status quo.

Show the critics that good education while seeming to cost money actually pays for itself in health, safety, prosperity, and the leisure activities of the educated. Mention the schools' contributions to the moral, spiritual, and esthetic aspects of life.

It isn't hard to show that the schools have improved and are improving — that we are doing for practically all children what in the "good old days" was done for only the top group in economic means or scholastic ability.

Point out that without the schools of the United States the contents of all magazines and

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Arizona Teacher

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Association of American Law Schools
American Council on Pharmaceutical Education
Engineers' Council for Professional Development
National Association of Schools of Music
National Association of State Universities
Association of Land Grant Colleges and Universities



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Professional News

CARLOS P. ROMULO and John Lester Buford will be the key speakers at the statewide AEA Convention which will be held on the campus of the Phoenix Union High School, October 26-27.

THE NEA Commission on Teacher Education and Professional Standards will hold its annual conference in Parkland, Washington, June 26-30.

DISCIPLINE in today's schools is the subject of a new study by the NEA Research Division, scheduled for publication in May. The report will shed new light on the causes of misbehavior, on the prevalence of attacks by students on teachers, and on teacher attitudes toward corporal punishment.

THE FTA Work Conference will be held in Parkland, Washington, June 24-26. It is hoped that many of the local FTA chapters will see fit to send delegates to this workshop.

AMERICAN Education Week has been set for November 11-17. "Schools for a Strong America" will be the theme. Materials suitable for the week's program may be obtained by writing to the National Education Association, 1201 Sixteenth St., NW, Washington 6, D.C.

FINIS ENGLEMEN, Connecticut School Commissioner of Education, has been named Executive Secretary of the American Association of School Administrators, succeeding Worth McClure whose plans for retirement were announced several months ago. Dr. Englemen will assume his new duties about September 15.

ASA will meet again in Atlantic City next February. In 1958, in keeping with the three-year cycle, there will be regional meetings in St. Louis (February 22-26); San Francisco (March 8-12); and Cleveland (March 29-April 2).

DEVELOPING the best possible educational program for exceptional children in Arizona's classrooms is the goal of a special education workshop clinic to be held at Arizona State College at Flagstaff during the second summer session, July 16 through August 17. The course, under the joint sponsorship of the college and the Arizona Society for Crippled Children and Adults, is designed to equip the classroom teachers to meet the needs and the problems of the handicapped child who may be in the classroom. The course offers from two to six hours of graduate credit.

MAY 4, 1957, has been chosen as the date for the NEA Centennial Celebration Party. It is hoped that each local throughout the state will arrange a party for their members and friends on that date.

UCSON HIGH SCHOOL is among six Arizona Schools to receive awards on its publications from the Columbia Scholastic Press Association.

The Quarterly, edited by Joe Stromei, won medalist honors for printed library magazines in schools with 2,501 or more students.

HS Newspaper, the Cactus Chronicle, edited by Dan Shafton, won a first place award.

NIX colleges and universities will cooperate with the NEA in the first Washington Seminar on the United States Government in Action, June 25 to July 27. The cooperating institutions are Boston University; Indiana University, Bloomington; Mankato State Teachers College, Minnesota; University of Denver, Colorado; University of Kansas City, Missouri; and Western Illinois State College, Macomb.

Teachers from all parts of the nation are expected to participate in the program which is designed to provide new knowledge about government thru sessions held in government agencies, such as the Library of Congress, Department of State, Department of Agriculture, and the Pentagon.

With the 1956-1957 Blueprint in Hand

WE STAND TALL

JAMES M. STEPHENSON,
AEA President

I doubt that my feelings upon assuming the office of presidency are much different from most presidents who have preceded me. I have had feelings of humility and those of pride. Feelings of confidence and of frustration. But of all the mingled feelings, the one of pride stands out most of all. I am proud of the group of which I am president. You are a great gang!

Following the pattern of Dr. J. Lester Buford, president of the NEA, in his talk to the dinner guests at the Delegate Assembly, I stand tall when I realize that I am the president of the largest professional organization in the State of Arizona! Some will challenge my use of the word "professional", but stay with me—

I have just been studying the AEA Newsletter of April 1956, a copy of which each of you received recently. Fifty two resolutions, passed by the Delegate Assembly, are printed in the Newsletter, which collectively become our "Blueprint for Action" for the coming year. As I look over the "blueprint" I note that 26 of these resolutions relate to the improvement of public education in Arizona, affecting directly the children and youth of the state. Four others affect in scope, both our youngsters, and teacher welfare. Only six of the resolutions apply specifically to teacher welfare. The remaining 16 are of miscellaneous nature regarding committee appointments, improving the machinery of the organization, and resolutions of thanks.

These figures are most significant. —30:10— This is the ratio of child-centered to teacher-centered resolutions. Certainly a mark of professionalism. As a professional organization we are, by official action, primarily interested in the welfare of the children and youth under our supervision. Selfish activities having to do

with our own welfare come in a poor second. What better evidence of devotion to our cause? What better evidence of belief in, "Do you unto others"? What better evidence of professionalism?

Lest some of our members accuse me of going overboard on our activities on behalf of others, let us take a look at those resolutions having to do with our own welfare. Resolutions pertaining to Retirement, Salaries and Tenure are included, along with four resolutions relating to public relations. Two have to do with Teacher Education and Professional Standards and one

James M.
Stephenson,
Biology Teacher

Senior High
School

Prescott, Arizona



with a Teacher Placement Agency within the Association. Several other resolutions are indirectly involved with teacher welfare.

We have a big year ahead of us and I am greatly challenged by the "blueprint" you have set up. It is at this point that I have had the feeling of frustration at times. During the past year, the work of the Association has shown much fruit. The committees worked long and hard and provided us with great services, as did the headquarters staff. It is at this point that I feel most confident, and have such great pride. We have a wonderful staff working for us at 3636 N. 15th Avenue, and a most willing membership as far as committee work is concerned. With your help we will do great things this year. With deep humility I accept the challenges of the office I have assumed. Thank you for your trust and confidence.

A Task for Every Member

*To advance, a
profession must have
strong leaders
and strong followers,*

The Year Ahead

Strong leadership must be supported by a strong membership if its strength is to bear fruit. There is a task for every member of the Arizona Education Association—a job fitted to the talent of each. All cannot be elected as officers, all cannot head committees—but each can add his strength.

The delegates to the Annual Meeting in March outlined a program which reaches out into all areas which make for good schools and for professional standards for teachers. Such a program cannot be carried to fulfillment by a few officers or by committees appointed by the President. It demands unity of purpose and combined action of **all** segments of the profession—classroom teachers, supervisors, administrators, the State Department of Public Instruction and the State Board of Education. Those who would divide us would deplete our strength, destroy our approach to the public and weaken our confidence in ourselves.

The history of the Arizona Education Association and the National Education Association has been one of splendid accomplishment and continuous growth. No group ever steps forth and accomplishes a total program at one time. Each year blends into the succeeding year; each forms a foundation for the work of the next. There are always plateaus but there is never a complete break in the continuity of accomplishment.

This year 7,000 teachers within the State of Arizona demonstrated their confidence and their belief in a united profession by joining

their professional organization. In addition to their membership, many have added a large measure of energy and hard work in forwarding the program of the Association. They have made possible the benefits which have accrued to the entire teaching force. But what of those who give neither their membership nor their support? They reap the benefits of organization—they enjoy salaries which are now approaching a professional level because others have worked for them. They look forward to retirement on an adequate annuity; they enjoy fair employment practices under a Continuing Contract Law. All these were fought for by the Arizona Education Association. They cannot escape their obligation—they owe something of their time and effort and their money to this great profession through which they seek to make their living.

The year ahead is one of challenge. We will ascend the mountain top. We will approach our goal—every teacher a member of a great profession serving a great cause—**THE FUTURE OF AMERICA!**

Cordially yours,

Lois V. Rogers,

AEA Executive Secretary





A Teacher Asks

Can We Do Less?

By Carol Halstead

Tucked away in a remote corner of the globe, a mere speck in the vast South Pacific, the tiny Dominion of New Zealand is often mistakenly thought of as a tropical adjunct to Australia. This is not the case, for New Zealand is 1,200 rough and watery miles away from Australia and is politically independent of its neighbor to the west. Nor is New Zealand tropical, for our summer is their winter and I nearly froze to death! In fact, the southern tip of New Zealand is the "jumping off place" for expeditions to Antarctica.

Arizona Has Similar Problems

Noted for its progressive ideas and practices in the fields of politics and socialized medicine, New Zealand also has a forward looking educational policy. Of special interest are the provisions made for the education of exceptional children. Since Arizona is faced with some of the same problems as New Zealand, namely sparsity of population, isolation and relative inaccessibility of some areas, and a number of handicapped children, I thought possibly it would be of interest to see how New Zealanders were meeting the challenge. Perhaps some of their ideas might work here to equalize the educational opportunity for those who, because of physical or mental deviations, have become "second class citizens". This is what I found.

Beside a fine network of regular schools, from primary to university level, there are also

schools for the deaf and blind, special classes for the partially deaf and partially blind, a convalescent home for crippled children, centers for the cerebral palsied, special classes in the regular schools for the mentally handicapped, and centers for the seriously retarded, or what is called in New Zealand the intellectually handicapped. The government also maintains a Correspondence School to provide an education for children for whom no school is available, for example; those on lighthouses, on isolated sheep stations, or in other remote places; those who are unable to attend regular school because of a physical condition; and to round out the curriculum for some of the rural high schools.

This educational opportunity is provided without charge to children in the equivalent of our grades 1 to 12. The government pays for all materials and postage. This service is supplemented by radio programs, also presented by the school over government owned radio stations. In the Wellington area, the country's capital and site of the Education Department's headquarters, a visiting teacher is provided, but in other regions the parents must assume the role of teacher and supervise the lessons. Materials are also available to help parents with a variety of childhood problems, such as thumb-sucking, fears, and enuresis.

Subject Matter Not Neglected

Allowances are made for individual differences, but of necessity there is a close adherence to the subject matter approach. The curriculum is broad, including such subjects as the sciences, foreign languages, needlework, woodworking, and handcrafts. Teachers are special-

ists in a particular subject, and one works solely with the mentally retarded. Each subject is taught a step at a time, and the lesson is returned to the school for suggestions, then sent back with instructions for the next step.

The Correspondence School is held in high esteem and the enrollment is large. The children wear school badges and school colors. In the larger population centers, parent-teacher meetings are held and field trips undertaken. Work completed through the school is accepted anywhere in New Zealand and records show that Correspondence School graduates have done as well on college entrance tests as average regular school students.

Pictures show Mrs. Halstead at work.



Introducing Mrs. Halstead

Carol Halstead is completing her fifth year as a teacher of exceptional children. She has made an outstanding contribution in her field, both in her present work as orthopedic teacher at Gompers Memorial Clinic in Phoenix, and for four years as a homebound teacher for the Phoenix Elementary District. During this time she also served as counselor for the Arizona Foundation for Blind Children.

Last summer she attended a workshop on Teaching the Cerebral Palsied Child at San Francisco State College.

In the accompanying article, written during a visit to the South Pacific, she gives an insight into the operation of New Zealand's Special Education Program.

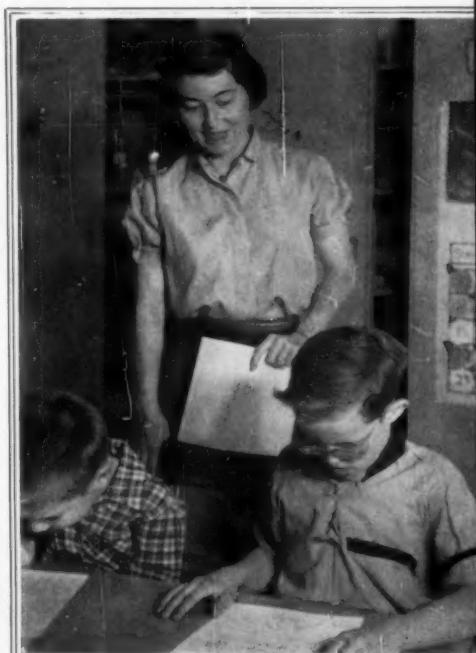
May, 1958

Although two weeks by sea and thirty hours by air from our shores, and an equally great distance from Europe, New Zealand's isolation has not caused her to be educationally backward. Although her services for exceptional children are admittedly inadequate, the need has been recognized and plans for expansion of facilities are in the making. In the meantime, the New Zealand Education Department's Correspondence School is doing a good job of meeting the needs of homebound children.

Can We Do Less?

Perhaps a similar program of school by mail would reach those educationally underprivileged children in Arizona in areas where our permissive Homebound Legislation allows a district to ignore its obligation to all its children, or where the distances are too great to be covered by a visiting Homebound Teacher. Fortunately, the need for special education facilities for exceptional children in Arizona is being recognized and to some extent in the

Can We Do Less, Page 28



MENTAL HEALTH

Joyce H. Crawford

What teacher has not seen some child in his room who shows signs of beginning mental illness? What teacher has not also seen children who are chronically unhappy and sadly lacking in a feeling of buoyant mental health? At times, **any** child can have his mental health threatened by problems or conditions with which he cannot cope. And many of us realize that our own mental health often needs strong bolstering, for ours is a profession that demands much of us, and requires much in the way of stable, mature reactions.

First, let us consider what is meant by "mental health". Some think it could better be called "emotional health", for it deals with the feelings rather than with thinking ability. When I try to define mental health, I find I always come back to a leaflet of the National Association for Mental Health, entitled "Mental Health is 1, 2, 3".

"Mental health . . . is something all of us want for ourselves, whether we know it by name or not. When we speak of happiness, or peace of mind, or enjoyment, or satisfaction, we are usually talking about mental health.

"Mental health has to do with everybody's everyday life. It means the over-all way that people get along—in their families, at school, on the job, at play, with their associates, in their communities . . .

"It has to do with:

1. how you feel about yourself
2. how you feel about other people
3. how you are able to meet the demands of life

"It has to do with:

- How you feel about yourself—
How you feel about other people—
How you are able to meet the demands of life."

. . . "Mentally healthy people are: good friends, good workers, good mates, good parents, good citizens." Certainly this describes the aims that we have for children, and that we are trying through our efforts in the schools to help them realize. Most teachers and administrators, I believe, realize the need of school psychological services to help them accomplish this. But for the schools to have these services, there must be general community support of this aim.

Even among people who accept the importance and the necessity for preserving good mental health, there are many who cannot yet face the problem of mental illness. Mental illness has been a dreaded and tabooed subject in the past, associated with ideas of witchcraft, spells and devils. But today, as has already happened in the case of tuberculosis, syphilis, and cancer, knowledge is beginning to break down the superstitions and stigmas connected with mental illness. We must bring ourselves to see that mental illness is but the other side of the coin from mental health and we must learn to accept mental illness as we do physical illness. As a nation and as communities—and teachers are in a position of leadership there—we must stop evading the issue and face the facts, such as:

Right now, ten million Americans are suffering from mental illness—1 in every 16.

Today there are 3/4 of a million people under the care of mental hospitals. This is more than are in all of the other hospitals for all of the other diseases in the entire country.

Nearly 1 in every 10 persons will be hospitalized for a severe mental illness at some time during his life.

Mental disorder is an important factor in 50% to 70% of the medical cases treated by physicians.

Mental illness is not hopeless. When mental patients receive the best hospital care, 7 out of 10 leave the hospital improved or recovered.

Teachers are in an especially favorable position to help in promotion of mental health and prevention of mental illness. A few areas in which we can work include:

1. Attitudes: Let us think through some of our behavior in this area. Do we make jokes about eccentric persons? — "He's cracked." "Nutty as a fruit cake."—Do we express aversion toward or avoid persons who have emotional disorders or unusual mannerisms? Do we exclude them from our groups, thus teaching others that the idea of group rejection is acceptable? Do we dwell too much on the negative or unfavorable aspects of people's personalities and actions, and neglect to notice the pleasant and favorable? Do we say "State Hospital", "psychiatrist", and "24th and Van Buren" with a smirk, or do we use the same tone of voice with which we say "community hospital" or "doctor"? Do we think and speak of mental health and illness as something which applies to us as well as to anyone else—not something reserved only for certain inferior beings, "bad" parents, and "juvenile delinquents"?

When we laugh at mental illness and joke about psychiatrists, we are really trying to cover up our fear or release our anxieties about the subject. However, children or others do not always understand this. Teachers share with parents the responsibility of teaching attitudes—not by formal instruction, but by the incidental method of having our own attitudes and feelings absorbed by young minds.

2. Schoolroom atmosphere: We all know that mentally-healthy children and a classroom atmosphere without tension or strain are necessary before we can accomplish academic aims. As a teacher, I know we can often stray from the first essential without realizing it, and we need evaluation periods to help get ourselves back on the track. Are we still remembering to think of the child first, rather than the subject matter? Do we vary our methods, materials and expectations to fit each individual child? Do we enjoy the children, and do they seem happy and relaxed?

3. Our own mental health: Teachers often feel that admitting their need for help would reflect on their abilities. However, we must admit that we are also subject to human frailties. Our actions and personality have so much effect, and touch on such a large group of people, that we must see that our mental health failings are corrected. We not only influence our pupils, we influence the parents, our fellow teachers, and our community—where we often affect the attitude which is held toward our whole school system. In these times, being able



to admit our need and obtaining help can be looked on as a sign of intelligence and stability.

4. Mature group behavior: Do we help the organizations to which we belong to behave in a mature fashion? Do we stand for elimination of prejudice, for non-restrictive membership, for acceptance of every person and consideration of every viewpoint, for cooperative action? Dr. Harry Overstreet says that one

Roosevelt Teacher-Helper Club Finds

THE RIGHT PLACE TO BEGIN

By M. C. Bates, Upper grade curriculum coordinator
and
Eula G. Bates, Homemaking Teacher



Superintendent Gordon Barr and O. L. Buchanan, Principal, approve plan.



Mrs. Eula G. Bates, Sponsor, explains contract to Teacher Helper, Sheila Mock.

Below, contracts signed and off. Mock and Douglas Peacock get Mrs. Bates as they leave for their first assignment.



Again and again we hear the cry "Teacher Shortage". National statistics call for 214,906 additional teachers by 1960. Many more will be needed by 1965 when the elementary graduates of 1956 will be adults and qualified to make their "way of life".

In Roosevelt School, 551 East Southern, Phoenix, Arizona, something is being done about the future teacher situation. A Teacher-Helper Club has been organized, using the college potential students of the eighth grade. These boys and girls were selected because of their expressed interest in teaching as a life work or because they were desirous of contacts with smaller children. They were screened by the homeroom teacher and recommended as outstanding students in ability, grades and leadership.

The club members are assigned to teachers from the first through the fifth grades, as well as to special teachers. They work one and one-half hours weekly and are on call if needed for any special reason. They have varied experiences such as special reading groups, number work, seatwork, check workbooks, tell stories, answer questions, help with writing, art

Right Place To Begin, Page 16

Arizona Teacher

**Teacher-
Helper
Club**



Teacher-Helper Contract

ation completed, Sheila
al words of advice from

THIS CONTRACT is entered into on the day of December, 19 between , the student and , the teacher of grade in Room of the Roosevelt School located at 551 East Southern Avenue.

WITNESSETH, That the said , who is a legal eighth grade student in the Roosevelt Elementary School, agrees to help the teacher in ways that will be beneficial to the children, the teacher, and the school.

Day of Week Time to

..... Teacher

Approved by:

..... Principal

..... Sponsor

Home Room Teacher

..... Parent



Teacher - Helper,
Norma Ramsey,
helping with a
reading group.



Place To Begin—from Page 14

work and bulletin boards. Many of them spend the music period and recess time with their particular group.

Each individual teacher plans the work for his student helper, making it a varied and interesting experience, and counsels often with him about the activities and attitudes of the children.

This is an "on the job" training program. These future teachers are getting first hand experience, there is no theory involved. They are experiencing the thrill of helping younger children. The club has grown to 34 members and the principal, Mr. O. L. Buchanan, and I are creating jobs for those on the waiting list. We have also trained 12 members who moved to two of our new district schools.

The students keep a record of their helping activities. Some interesting excerpts from these records are:

1st grade helper: "They like lots of attention and want you to notice them. Most of them are very proud of their work and want to show it."

5th grade helper: "I think there can be much done to help some of the children in this room."

5th grade helper: "They all want some attention, even the ones that are difficult to handle. Some try to get attention by being naughty, others by being courteous, and some by asking questions."

3rd grade helper: "Getting words and sounds is very important in this grade. If you don't learn them in the 3rd grade you have a hard time later on."

The teachers are very pleased with this new service club. When the move was made to the new schools, the teachers wanted replacements. With the heavy class load, many teachers cannot give special attention and drill that the helper can supply. Nancy Richards, a 5th grade teacher comments:

"As a beginning teacher, I have found my student helper to be of definite service to me by helping small groups of children who need special attention in such work as multiplication facts and also by assisting me with paper work. I feel it is a worthwhile service for the teacher as well as the student."

Betty Gustin, veteran 2nd grade teacher, writes:

"The young mother of a five year old was told, in answer to her question as to when to begin teaching her son, that she was five years too late. Have we been too late in helping elementary pupils to prepare for adult life, thinking that that was a task of high schools and colleges? This past semester it was my privilege to have as a helper a young girl from the eighth grade, who proved very capable and efficient. She assisted with games, art work, helped a small group with spelling and reading. My second grade liked her very much. But did I present to her that side of the teaching profession which deals with satisfactions of the soul, and not just pay checks? Are we, as teachers, inspiring our students very early in life to map out a plan for their lives, and follow through? Certainly the idea of having elementary students begin a "learning by doing" process to encourage them to enter the teaching profession is worthy of further expansion. Any help and encouragement we give will help to swell the ranks of future teachers."

Teaching is the most important task in the world. It is urgent that we plant the seeds early so that our ablest boys and girls will prepare and dedicate themselves to the teaching service. This is our way to help build the profession.

Arizona's Tenure Law

Summarized by Dix W. Price

1. Certified teachers, supervisors, and principals devoting half time to actual teaching are:
 - (a) **Continuing teachers**—if contract with a school district has been renewed for fourth consecutive year.
 - (b) **Probationary teachers**—if contract renewed for less than four consecutive years.
2. Contracts of both (a) and (b) teachers are **automatically** renewed for following school year unless they are given **written notice** stating the reasons for termination prior to March 15th.
3. If such notice is given, the **probationary teacher** is thereby legally disemployed by that district (A Supreme Court case is now pending as to whether or not the stated reasons need be reasonable).
4. If notice is given to a **continuing teacher**, he may accept the termination or within 15 days ask in writing for a public or private hearing.

Then, the Board must hold the hearing requested not earlier than 10 days nor later than 15 from receipt of the hearing request.

The teacher may be represented by an attorney and present testimony by witnesses or written statements in his behalf.

Within 10 days, the Board must give its decision based upon whether or not there exists **good and just cause** for the dismissal (good and just cause has been interpreted by the courts as being any substantial deficiency in ability, fitness, or behavior which adversely effects the teaching function and the education processes, which is not based upon caprice or arbitrary action by the Board. By the Arizona statute, it must not involve political or religious beliefs.)



Dix W. Price, AEA Attorney

The Board's decision is final unless the teacher files an action in the Superior Court of the county within 10 days, which will be tried *de novo* within not less than 20 days or more than 40.

Pending this appeal, the decision of the Board remains in effect.

5. The Tenure Act also includes the following miscellaneous provisions:

Any teacher may be immediately terminated or suspended for serious reasons if majority of the Board desire, but is entitled to a hearing (as in 4 above) and salary for remainder of the term.

Teachers may be disemployed or salaries reduced if a bona fide need exists for reduction of the school program or economy. If a salary reduction is effected, notice of same must be given before May 1st and it must apply equitably among all teachers. A teacher dismissed for reasons of economy or lack of pupils has a preferred right of re-employment if the program is restored within 3 years.

Teachers may not resign during a school term or within 30 days of the beginning of the term without endangering certification unless the Board approves the same. (Tenure Law calls such "an unprofessional act".)

We believe you will be
interested in this letter:

The Coca-Cola Export Corporation

515 MADISON AVENUE, NEW YORK 22, N.Y.

JAMES A. FARLEY
CHAIRMAN OF THE BOARD

Dear Arthur:

Word has reached me that you have under consideration the issuance in 1957 of a stamp commemorating the One Hundredth Anniversary of the National Education Association.

I know the country will appreciate such a high honor being accorded this great organization, - and the noble profession it represents.

May I add my full personal endorsement of the whole conception and express the hope that it will be done.

With kindest regards,

Sincerely yours,

James A. Farley

Hon. Arthur E. Summerfield
Postmaster General
Post Office Department
Washington, D. C.

March 7, 1956

The Coca-Cola Company

Arizona Teacher

CENTENNIAL CELEBRATION



C. A. Carson,
NEA Director
for
Arizona

We all observe anniversaries with some sort of fanfare, and the longer the era, the more we plan for the celebration. It is not too early for all locals as well as the AEA to plan for our 100th, or centennial year. We have a tremendous opportunity to use this occasion for the advancement of education. The theme is "An Educated People Move Freedom Forward."

In naming your committees this year please include a centennial celebration committee. A special commission of the NEA has been formed to plan nationwide and much material is being prepared by the commission and the special office staff. (Mrs. Wilcoxen is a member of this commission.) We must capitalize on this event by making every lay citizen and teacher conscious of the objectives of the NEA as set forth for this year, 1957:

- I. To help the people understand more fully the importance of their schools over the last 100 years and the impact of education both now and in the future.
- II. To help the public understand: (1) the problems produced by increased school enrolments, shortages of teachers, inadequacies of buildings, and

needs for an expanded educational program to keep pace with a "changing world"; and (2) the complicated problems of school finance.

- III. To guide teachers to a greater sense of service to children, parents, and the community, to enhance the prestige of the teaching profession, and to develop stronger professional associations.

As individuals and as groups it is our responsibility to cooperate in formulating a program for any organizations where we have membership or contacts.

Our Seven Point Compass

As a Teacher, I shall, at all times

1. Deal fairly and impartially with all pupils.
2. Cooperate actively with parents.
3. Pattern my behavior to maintain community respect.
4. Perform the duties of citizenship and participate in community activities.
5. Cooperate with school administration.
6. Deal fairly and impartially with other members of the profession.
7. Encourage able and sincere individuals to make teaching their vocation.

Ethics Committee

Mental Health, From page 13

sign of a mentally-mature organization is the ability to participate in joint action with other organizations, without fear that it will get credit or get to direct the project.

5. School psychological services: Guidance and counseling is becoming more common in our schools, but there is still far too little. In Arizona there are also psychological services in a number of the school districts of Tucson and Phoenix. Yavapai County has a county school psychologist, which is one way that small schools, too, can obtain psychological services. A school psychologist (he may be called by other titles) gives help in the area of learning and behavior problems to school children and their parents and teachers. He helps create an emotionally-healthy school atmosphere. He does not treat the severe cases of emotional disturbance, but refers these to a psychiatric clinic—and hopes there is such available. School psychologists have had experience in the school situation and can therefore look with understanding on the teachers' and administrator's problems, as well as the children's and parent's. Where psychological or counseling services are offered, we should make every effort to use them for helping the children who puzzle us, or for ourselves when we are up against disturbing problems.

6. Community organizations: The job does not stop in the classroom. We must help develop our community services and resources. The Parent-Teacher organizations have been pioneers in mental health education and have sowed the grass roots support for today's psychological services. In Yavapai County, the Mental Health organization started the action for obtaining the school psychologist, and the school administrators, county school superintendent, school boards, and PTAs cooperated in bringing to bear the pressure that made it an accomplished fact. Teachers can give important help to these groups, so join your local PTA or Association for Mental Health—or help or-

ganize one if there is none. Until your local mental health chapter is formed, you can become a member-at-large of the Arizona Association for Mental Health by sending \$1 to 1133 W. Willetta Street in Phoenix.

7. School organizations: We can help our educational organizations and teacher training institutions to stress mental health in their programs. We can help our State Department of Public Instruction obtain a Division of Mental Health, as some other states have, to promote school mental health services. Although clinics apart from schools are valuable, where else than in the schools can we contact so many people, so often, so early in life? Let us, as educators, help to strengthen the idea of getting psychologists who are experienced in the school situation, as well as in the clinic and community, into our school systems.

8. Sources of information: Although teachers may not always be able to help others with mental health problems, they can refer them to a source of information. In Arizona there is a newly-active Arizona Association for Mental Health, whose president is Mr. Joe Young of Tucson and whose executive director is Mrs. Faith North of Phoenix. There are already three affiliated local chapters—the Pima County, Maricopa County, and the Verde Valley Associations for Mental Health—and there will soon be others. Every local chapter will have an Information Center which will refer you to an agency that will give help for the particular problem involved. If you do not have a local chapter as yet, you may write or refer people to the Arizona Association for Mental Health, 1133 West Willetta, Phoenix, for information and also for helpful literature.

Let us as teachers try to realize our full potential in the promotion of mental health.

Mrs. Joyce Crawford is a kindergarten teacher in the Cottonwood Schools, Cottonwood, Ariz.

Among Our Neighbors

By JOSEPH N. SMELSER

Chairman of the A E A Editorial Board



Amen

"If we could first know where we are, and whither we are tending, we could better judge what to do and how to do it."—Abraham Lincoln.



Pertinent Analogy

"Would you agree that swimmers are less skillful athletes than runners because swimmers do not move as fast as runners? You probably would not. You probably would quickly point out that water offers greater resistance to swimmers than air and ground do to runners. Agreed, that is just the point. In seeking to solve their problems, the social scientists encounter greater resistance than the physical scientists."—Donald L. Remmerer, University of Illinois, 1948.



And He Wrote "Helen of Troy"

"A good teacher is so rare that the rumor of him spreads with the speed of scandal."—John Erskine.



Comforting

"I have asked dozens of highly intelligent people how fast they read material which they consider important. A fair minority—some of them tops in their field—say they are slow readers; and I mean slow, say 20-35 pages an hour. Shall we say that their achievements are in

spite of their insufficient reading habits? Perhaps, but let us not be too hasty."—Gerald Barnes, Boston University.



We Freely Admit

"If not all poets and artists, professors are to an exceptional degree sensitive and imaginative folk, capable of projecting themselves into situations and personalities other than their own. I have little patience with the assertion that the experience of professors is limited and so superficial that they are irresponsible."—Edward R. Kirkland, Bowdoin College.



Irritation

"I'm going to have to build a new room onto my house (which I shall call my evening schoolwork office) and get a new pair of glasses to do my fifteen-hour-a-week-home-school work. As things are now, my eyes and domestic relations are growing more irritated night by night." (A timid teacher who won't let us use his name.)



Sneaky Sadism

Seven-year-old girl to her teacher the day after the little girl's birthday.)

"Miss Teacher, do you think my Daddy paddled me seven licks yesterday before he gave me a birthday present because he was mad because he didn't really want to buy me a present and knew I'd be mad if he didn't buy it?" (Something someone certainly thought of long before we did.)

Wide Teacher Participation Goal of

State Curriculum Coordinating Committee

Three topics stand out as the most urgent in Arizona's program of curriculum revision. A survey made by the State Curriculum Coordinating Committee emphasizes the need for study and revision of the language arts program as well as the basic philosophy and guiding principles of education in Arizona. It also stresses the need for modernizing the program of textbook adoption.

The Curriculum Committee which receives its authority from the State Board of Education is comprised of 25 members representing the colleges, high schools, elementary schools, administrators, and the State Department of Public Instruction. The membership formed subcommittees, each responsible for a specific part of the program. They are now working on these problems and upon the articulation of pro-

grams between elementary and secondary schools. The subcommittee on secondary education hopes to develop programs to more adequately care for the various levels of ability.

The study of materials for basic reading programs in Arizona promises to be an extensive one. Specific plans include summer workshops at the University, pilot studies on materials and the encouragement of lay-advisory participation on all committees.

It is anticipated that the work of the Coordinating Committee will provide statewide participation, the widest possible base of evaluation with teacher participation as the keynote, and the selection of the best basic reading program for the elementary schools. Committees at work:

Write for information on these important texts and teaching helps:

SPELLING GOALS, Gr. 2-8

Step-by-step skill teaching with simple lessons, dictionary and phonics work. Text-workbook: GOALS IN SPELLING

ADVENTURES WITH NUMBERS,

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Develop skills in speaking, writing, reading, evaluating, and using language.

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Complete program . . . teachable, readable, flexible. Helps children develop a lasting taste for history.

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For BULLETIN, write to Dean of Summer Session, University of Southern California, Los Angeles 7.

We are proud of our

Arizona Teachers in the News

Rollin T. Wheeler, a history and government teacher in the Flagstaff High School, has been elected mayor of Flagstaff. Mr. Wheeler is completing his second term on the council and was chosen by the council to fill the unexpired term of Ed Kerley, who resigned to take a post with the Indian Service.

Of interest to Arizonans was the article in **Life** magazine, March 26, 1956, in which the work of **Frank Gilleland**, science teacher at North Phoenix High School, was featured. Frank has been outstandingly successful in dramatizing the study of light and sight.

At the annual meeting of the National School Boards Association in Atlantic City, February 16 and 18, **Dr. Taylor F. Hicks** was elected president of the group. Arizona can be justly

proud of this recognition of one who has done so much for the schools of both the state and the nation.

Eugene A. Brock, head of the Phoenix Union High School business education department, has been cited for distinguished service by the Phoenix Chapter of National Office Management Association. The award was given to Mr. Brock for his 39 years of service in Phoenix.

Don S. Jarred, Buckeye, was among 50 science teachers from 14 states awarded \$3,000 scholarships for advanced training under the auspices of the National Science Foundation.

Dave Hardaway, English, art and speech teacher in the Casa Grande High School has been elected president of the Salt River Valley Speech and Drama Teachers Association.

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NEW STAFF MEMBER



The Arizona Education Association has added a new service. Mr. George W. Rathjen joined the staff on February 6 as Research Assistant.

Mr. Rathjen is a graduate of Washington State College receiving his BA in Business in 1948. He is a native of Washington and attended the public schools of that state, with the exception of one year of college in Nampa, Idaho.

He worked with the U. S. Army Engineers on Annette Island, Alaska, preceding World War II. From 1942 to 1945 he served with the U. S. Air Force, Twelfth Weather Squadron, doing meteorological work in North Africa, Sardinia, Corsica and Italy. For some time he was an investigator in the production department of the Boeing Aircraft Company in Seattle, Washington. During the past seven years, George as we now speak of him has been connected with and assistant manager of the El Rancho Hotel in Phoenix. He has been active in the local Toastmasters Club.

George has a charming family. His wife is the former Gloria Stapley of Mesa. His daughter, Carolyn, 11, is a sixth grader in the Westwood School, Alhambra District. His sons, Ronnie four and Edward one and one-half, keep the wheels spinning at home.

There has been a long-felt need for a research service in the AEA. Now that such has been established, it is our hope that you will drop in at the AEA office, get acquainted with George and learn about the work he is doing for you.

NEW HORIZONS

An idea we hope is helpful



Public Relations

Tips based on generally accepted need for better public understanding

Significant contacts (home visits and observations of individual child) kept in easy record form—make splendid material and serve well for parent conferences.

Mimeograph newsletter to parents once per month describing activities for a 20-day period will prove an excellent means of keeping parents informed on various phases of your program. Try to make information definite.

At different times, the newsletter may treat of safety, children's art activities, books, report cards, ways of dealing with emotional problems, etc. Encourage parental responses to the newsletter.

Another way of strengthening bond between school and community is through effective newspaper publicity. Releases should tell who, where, what, when and why. Use photos. Highlight the group and not the individual.

Opportunities to visit school, perhaps furnish the best avenues of interpreting your programs to the public. "Every day is visitor's day" always welcomes parents.

Programs which culminate a unit of work have public appeal. Arts, crafts, choral readings etc.—convey scope of your work.

From article in School and Community by PHYLLIS H. DAMEL, teacher in Washington Elementary School, Jefferson City, Missouri.

Always Refreshing!

Treat yourself to the cooling, tasty flavor of Wrigley's Spearmint Gum. Enjoy the refreshing, little lift it gives you. Just try it today.



Look - Hear - Now

By Dorothea Pellett, Audio-Visual Consultant
Topeka, Kansas, Public Schools

(Films are 16mm., black & white, unless color is stated, and may be secured from your regular rental service or from the listed producers.)

"Oregon Trail" (15 min., Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette Ill.), is a new film.

New series by Coronet Films (Coronet Building, Chicago 1, Ill.) "Geography of the North Central States" (15 min., color also) and "Geography of the Pacific States" (12 min., color also), and "Washington D.C., Story of our Capital" (12 min., color also), "Pioneer Boy of the Midwest" and "Pioneer Community of the Midwest" (each 15 min., color also). These films especially meet children's interests. (Film Distribution Section, Williamsburg, Va.); "Sweet Land of Liberty" (9 min.) with Early American ballads, "Williamsburg Restored" (44 min., color), "Eighteenth-Century Life" (44 min., color) picturing events before and during the American Revolution.

British Information Service (30 Rockefeller Plaza, New York 20) offers "Festival in Edinburgh" (20 min., color), and "East Anglian Holiday" (20 min., color).

"Firehouse Dog" (10 min., color also), "Fossils are Interesting" (10 min., color also) or "Rocks and Minerals" (10 min., color also) are three films from Film Associates, 10521 Santa Monica Blvd., Los Angeles 25.

A new film to remember for school's beginning next fall: "How To Succeed In School" (10 min., Young America Films, 18 East 41st St., New York 17).

Uncle Hezekia says, "If your knees are knocking, kneel on them".

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PHOENIX

It's News To Us

These are announcements by the manufacturers of new products which we believe will be of interest to educators. This listing should not be construed as a recommendation by the editor.

Universal Portable Tablet Arms permit conversion of gymnasium into temporary classrooms or study rooms. Attach easily to bleacher seats to provide standard height writing surface. Made of hardwood and steel. Available for either right hand or left hand use. (Universal Bleacher Company, Champaign, Ill.)

Miller's Sewer Rod House is a new unit designed for cleaning out the most stubborn drain and sewer stoppages in a matter of minutes. Write for fully descriptive literature that offers 30-day free trial. (Miller Sewer Rod Company, 4642 N. Central Avenue, Chicago 30, Illinois)

Victor Magnascope V200T is a new turret microscopic slide projector that incorporates three objectives as standard equipment — 10X, 16X and 43X. Will project microscopic specimens on a movie screen for large audiences or directly down in front on table top for small groups and for sketching purposes. (Victor Animathograph Corporation, Davenport, Iowa)

All-Purpose Table offers versatility as a student table in General Science, Biology, Arts & Crafts, Foods, and Clothing classrooms. Available with drawer, two removable tote trays, or fixed book rack. Tapered tubular steel legs with plastic glides and steel rod supports attached to steel channel supports that run the full length of table top. Formica, plastic-fibre core, Colorlith, or laminated hardwood. (Metalab Equipment Company, Hicksville, Long Island, New York)

Tote Tray Cabinet provides orderly and safe storage, may be used with the All-Purpose table. Doors are equipped with locks. (Metalab Equipment Company, Hicksville, Long Island, New York)

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Here is a convenient way to order informational material offered by advertisers in this magazine. Your requests will be forwarded promptly to the companies. For fastest service, write directly to the advertisers at addresses shown in the ads.

118. **Vacation Planning Map.** Colorful illustrated map of the United States. Suitable for framing. Includes information on dozens of Greyhound Expense-Paid Tours. Helps you plan your vacation any place in America. (Greyhound Lines)

119. **American Seating** Presents a full-color brochure illustrating and describing a completely new Coloramic "Classmate" line of classroom furniture. (American Seating Co.)

10. **Facts** about writing short paragraphs for profit. (Benson Barrett Publishers)

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109. **Railroads at Work.** An illustrated booklet for pupils. Sample copy initially. Classroom quantities without charge on subsequent request. (Assn. of American R. R.)

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111. **The History and Manufacture of the Lead Pencil.** Well illustrated 12-page booklet, showing the source of material that goes into pencils, how it is manufactured and packaged. (Richard Best Pencil Company)

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Can We Do Less?—from Page 11

larger population centers, but what of those in small communities or on remote ranches?

To do a good job of educating all its citizens, Arizona should provide, not an equal education for all but an equal educational opportunity for all, and provide it where the children live, namely, in their own community.

Dates to Remember

- June 26-27—TEPS Conference
Parkland, Washington
- July 1-7—NEA Convention, Portland, Ore.
- July 2-5—National Schools Public Relations Association
Portland, Oregon
- July 8-20—Classroom Teachers National Conference
Portland, Oregon
- Aug. 19-23—Statewide Leaders Conference
Flagstaff, Arizona
- Oct. 26-27—Statewide AEA Convention
Phoenix, Arizona

Welcome The Critics—from page 5

books and articles would be unavailable to anyone since printing would be unintelligible and useless as a means of communication.

Ask the critics to judge the schools by modern standards. Ask that they judge the schools fairly.

But don't ask anyone not to judge us. Join them — show them how.

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School days vignette



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Pre-session June 4-8

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July 14

Second Session July 16—
Aug. 18

Post Session Aug. 20—
Sept. 7

The Workshop Program

DANCE

PE 258g, 1 sem. hr., June 4-8

HOME MAKING CURRICULUM

HEc 303, 1 sem. hr., June 4-8
2 sem. hrs., June 4-15

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